

# The Classical Outlook

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## THE LIVING PAST IN OUR RURAL HIGH SCHOOLS

BY RUTH M. TAPPER  
Cuba (Illinois) High School

ANY SPRING morning the farmer's son and the miner's daughter, riding in a school bus, travel along winding roads, between flooded hills, past green fields. In the valleys they see soft, plowed land reaching far away from the road. Several farmers plow back and forth; the earth is black behind them. cattle graze on reclaimed waste banks of the strip mines. Hogs enjoy the black gumbo in the ravines. Every farm has white chickens. Near town a giant shovel strips the coal, when the students reach their rural high school.

Who will make the past, at least some part of it, live for them? How can it be done? Why is it worth trying?

It is the classics teachers who must introduce them to a living past. When a Latin class was asked what made the Romans real to them, they answered, "They are most real when the teacher gives plenty of background." In hundreds of Spoon River Valleys the light of classical learning will become a mere flicker unless the classics teachers can keep the torch burning. Of these instructors to whom much has been given—inspiration from ancient literature and sound training in the classical tradition—of these shall much be required. They must meet the situation as it is, with devotion to their subject. They must open for their pupils a window on another time and another civilization. The classics teachers must bring the streams which flow from the springs of our culture to the roots of our national life—the boys and girls of the rural areas.

This task is a difficult one. The teacher is busy, for she teaches algebra and geometry, Latin and trigonometry. Her students have little time for academic work; they play football and basketball, sing in the chorus or play in the band, raise sheep for 4-H, fashion dresses for Future Homemakers of America, judge grain and stock for Future Farmers of America. Then some easy subjects lure them away with promises of no outside preparation, plenty

## LOOSE LOGIC

(After Anacreon)

BY GARDNER WADE EARLE  
Sarasota, Florida

The thirsty earth drinks in the rain  
As trees in turn drink from the soil.  
The sea fills up its bowl to drain  
The streams. The sun sucks liquid  
soil  
From out the sea. The moon in quest  
Draws light from where the sun will  
sink.

Why then, O friends, do you protest  
With me or anyone who wants to  
drink?

of freedom in class, and many social activities. We can compete with them only by offering value and interesting material. We need not make Latin easy.

Too often the community accepts as a postulate, "If you are not going to college you will have no use for Latin. It will not help you make any money. The past is dead; it has nothing for you."

Very often the classics teacher is isolated—perhaps the only adult in the community with a real interest in Latin and in ancient civilization.

How, then, does she make the Latin class vital, and bring some bit of her rich heritage to these bright-eyed young people? She does not do it by criticizing other subjects nor deplored the situation, but by making the most of those precious forty minutes of class time; not by an attitude of superiority, but by real humility before the vast learning of the ages and in the presence of alert students with honest questions to ask. She does, however, study until she is at home in her subject. She does not do it by sentimental gushing, but by sincere enthusiasm; not by sugar-coating the difficulties of Latin, nor by diluting the content, but by thorough teaching for mastery of essentials, and by conscientious effort to give a rich background illumined by imagination. Hight tells us that Osler, athirst for good literature, got only syntax and prosody from a man who taught him Greek and Latin "stupidly and repulsively,

without imagination and humor." The teacher does not reject all new ways and tread an old rut, but refreshes her teaching, bringing back ideas and inspiration from the Agards and Carrs, growing, reading Latin and Greek in the original as well as in translation. She strives not only to interest students in the past, but also to give them real understanding and values. Indeed, she sustains the long, wonderful tradition of scholarship and of stimulating teaching.

The past lives for the rural student in other subjects. In science he meets words like *gravity*, *nuclear fission*, *density*, *telescope*—all more meaningful because of his classical background. The boy who wants to be a doctor is alert to Cato's prescriptions. In mathematics the student finds terms like *tangent*, *simultaneous equations*, and *locus*. In English he finds even new words intelligible, he sees reasons for common spelling rules, he notes similarities and differences in grammar. Some day perhaps he, too, will say, "I really learned English grammar because of my experience with Latin." After he has read Shakespeare's *Julius Caesar*, he inquires in Latin class, "Who wrote down about Caesar's death? How did Shakespeare get his information?" He meets Ulysses and Circe in English poetry. In his music class he finds Latin derivatives like *tempo*, and enjoys singing *Adeste Fideles*. He finds Latin as he sings in the church choir and in community music festivals. In his history class, his familiarity with the language of the Romans lends reality to Cato, Cincinnatus, and the Gracchi, and to Rome's farm problems. As soon as he feels, "I have met that in Latin class, I know what it means," the past has begun to live for him.

In architecture, too, the past is alive. Pictures of ancient and modern buildings in Greek and Roman style help him see the relationship of modern architecture to ancient. A girl who carefully makes a drawing of a Roman wall in Britain or gazes longingly at the picture of the Parthenon on the bulletin board is finding reality in antiquity. When a pupil asks, "Is that Roman architecture? How did the Romans make a dome?", he has taken a few steps into the past.

Another path to a real past is archaeology. Boys in particular are fascinated by the story of Schliemann's work. They like pictures of "digs" and "finds." Their eyes sparkle when they hear how air photography shows the streaks of light where the grain ripens earlier above ruins, and so locates the site to be dug up. They begin to realize that literature helps the archaeologist, just as the archaeologist helps to explain literature. Information about the daily life of the Romans, such as that learned from Pompeii, appeals to them. Girls especially like to read about clothing and food.

The past lives for the pupils in a number of other ways. On a radio program they hear about an automobile called "Cyclops" because it has one large light in the center of the front. Trademarks and seals prompt questions like "What does *ars gratia artis* mean?" (This is one upon which even mature classicists have had their doubts!) Historical novels often bring the Greeks and Romans to life. Magazines and newspapers constantly furnish topics for discussion and for reports. Occasionally a visitor who has been to Italy talks to the Latin Club. The students themselves prepare talks on Roman life and history for the Junior Classical League. (Painlessly they are doing collateral reading.)

By far the shortest road to a living past is the reading of real authors as often as possible. Pliny's letters to Tacitus about the eruption of Vesuvius interest high-school students. They like to know about the rumbling, the cloud, the earthquake. But they think Pliny said too much about himself, was a "big wheel." They find it farfetched to believe that he sat down to study when things were so exciting. But they do find it fun to turn back time to 79 A.D. and to read an account of the eruption by an eyewitness. At this point language study has begun to remove the barrier of time. They read Pliny's account of the haunted house in Athens, translating at sight. The bell rings before they finish. Eagerly they ask, "How did it end? It was so interesting that I could not read fast enough! It sounds modern."

Second-year students say that Caesar seems like a human being, a little bit too great, but real, that his stories of battles are very life-like. They want to link up his time with their own, to contrast military practices in Rome with those of our day. "Why," they say, "we didn't know Caesar had deserters; that's

like AWOL." They want to know about the terrain of the Gallic War, about the customs of both the Gauls and the Romans, about maneuvers.

#### VERGIL'S BIRTHDAY

The great Roman poet Vergil was born on October 15, 70 B.C. Why not celebrate his birthday, in Latin class, club, or assembly? For materials see page 9.

Their eyes gleam as they read that the people desired the land "propter bonitatem agrorum—because of the fertility of the fields." Boys volunteer, "This Belgian campaign is more or less like the Korean situation. It's phrases like these that make the Romans real—'having provided for grain' and 'as soon as there was pasture.' They were not super-men; they had to have fodder for their horses and grain for their men." The students are impressed by the concise sketch of Arioistus in Book I of the *Gallic War*. Spontaneously they comment, "Like Hitler." They do not like the *I's* and *me's* in his speech. It is not the teacher now, but a great author who is moving the minds of youth at the grass roots of America.

Now and then, ancient authors in translation stir their curiosity. They understand good translations of these lines from Vergil's Second *Georgic*:

At secura quies et nescia fallere  
vita,  
dives opum variarum, at latis otia  
fundis  
(speluncae vivique lacus et frigida  
Tempe  
mugitusque boum mollesque sub  
arbore somni)  
non absunt; illic saltus ac lustra  
ferarum,  
et patiens operum exiguoque adsu-  
eta iuventus,  
sacra deum sanctique patres . . .  
(467-473)

And then, later:

Agricola incurvo terram dimovit  
arato:  
hinc anni labor, hinc patriam par-  
vosque nepotes  
sustinet, hinc armenta boum mer-  
itosque iuvencos (513-515).

Listening to the translation, the boys and girls nod their heads slightly as if to say, "That's it," and they add, "We like those poems about the land. How do you write Latin poetry?"

To keep the torch of Graeco-Roman culture burning brightly, in-

deed to save the Western tradition of independent thought, classics teachers must make sure that young people in every generation read some of the ancient authors.

It will be significant if the teachers are able thus to keep the way open to the professions for a few of these students—to help prepare the teacher, doctor, lawyer, and perhaps a minister. But it will be just as important if they have given every farmer's son and miner's daughter a chance to try to be a scholar. And some will be. Moreover, it will be worth while to help prepare many farmers and housewives, craftsmen and laborers not just to make a living, but to live a full life enriched by an understanding of our Graeco-Roman heritage.

One day a tall athlete asks, "How long would I have to study Latin to use a Caesar book like yours?" (An Oxford text.) "If I bring the money, would you order one for me?" A few days later he brings the teacher his first translation from the text with, "Would you have time to correct this?" She knows then that the past has come alive for him.

Again, the teacher reads the class a translation of a passage from the *Iliad*, a portion of the description of Achilles' shield, portraying men plowing the earth, turning the soil as the sun shines upon it. A farmer boy with shining eyes comments, "That's just the way I like to see the plowed field, with the sun on it."



#### OFFICERS OF THE AMERICAN CLASSICAL LEAGUE, 1954-55

Officers of the American Classical League for 1954-55 are as follows: President, Van L. Johnson, Tufts College; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Rev. Raymond V. Schoder, S.J., of West Baden College, Indiana, Miss Estella Kyne, of the Wenatchee (Washington) High School, and Dorrance S. White, of the University of Iowa; Secretary-Treasurer, Henry C. Montgomery, Miami University; Director of the Service Bureau for Classical Teachers, W. L. Carr, University of Kentucky; Editor of *THE CLASSICAL OUTLOOK*, Lillian B. Lawler, Hunter College; Business Manager of *THE CLASSICAL OUTLOOK*, Henry C. Montgomery, Miami University; Honorary Presidents, W. L. Carr, of the University of Kentucky, B. L. Ullman, of the University of North Carolina, and Walter R. Agard, of the University of Wisconsin.

## THE CLASSICAL OUTLOOK

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**BUSINESS MANAGER:** HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

**EDITOR:** LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

**ASSOCIATE EDITORS:** W. L. CARR, University of Kentucky, Lexington 29, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.

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These officers are *ex officio* members of the Council.

Chairmen of the standing committees of the American Classical League are also *ex officio* members of the Council. They are Pauline E. Burton, of Libbey High School, Toledo, Ohio, Chairman of the Committee on Public Relations; Estella Kyne, of the Wenatchee (Wash.) High School, Chairman of the Committee on the Junior Classical League; and Clyde Murley, of Northwestern University, Chairman of the Committee on Special Memberships.

Elective members of the Council of the American Classical League are as follows: Fred S. Dunham (1955), of the University of Michigan; Norman J. DeWitt (1956), of the University of Minnesota; Irene Crabb (1957), of the Evanston (Illinois) High School; Frances T. Nejako (1958), of the Middletown (Connecticut) High School; Irma E. Hamilton (1959), of the Wilkinsburg (Pa.) High School; and William M. Seaman (1960), of the Michigan State College in East Lansing.

In addition, there are fifteen other members of the Council, elected by various classical organizations as their representatives. Any association "wholly or mainly devoted to the promotion of classical studies," and enrolling at least one hundred and fifty members, is entitled to such representation. The names of persons representing these organizations will be furnished upon request by the secretaries of the several associations. Officers of associations entitled to representation on the Council are invited to communicate with Professor Henry C. Montgomery, Miami University, Oxford, Ohio, the Secretary-Treasurer of the League.

The Executive Committee of the Council consists of the President, the Secretary-Treasurer, and Norman J. DeWitt, of the University of Minnesota (1955); Eugene W. Miller, of the University of Pittsburgh (1955); Fred S. Dunham, of the University of Michigan (1956); and Irene Crabb, of the Evanston (Illinois) High School (1956).

The Finance Committee of the Council consists of the President, the Secretary-Treasurer, and Goodwin B. Beach, of Hartford, Connecticut.

## TEACHER PLACEMENT SERVICE

The American Classical League Service Bureau conducts a Placement Service for teachers of Latin and Greek.

The plan is a very simple one, and very inexpensive. Any member of the League desiring this service may write to the Service Bureau requesting an information blank. This blank the applicant will return to the Bureau together with a registration fee of \$1.00. The blanks are kept on file in the order received, and any prospective employer, on inquiry, is sent an up-to-date list of all applicants together with pertinent information about each applicant.

It is obvious that so simple and so inexpensive a service can succeed only to the extent to which heads of classical departments and college placement officers get the habit of referring to the Service Bureau prospective employers whose requests they cannot themselves fill. Also any member of the League can be of great help if he will promptly report any opening of which he may become aware.—W. L. Carr, Director

## AMERICAN CLASSICAL LEAGUE CITATIONS

BY VAN L. JOHNSON  
Tufts College

(Editor's Note.—In 1943, the Council of the American Classical League instituted a "citation"—a form of honorable mention for persons of distinction who had voluntarily and conspicuously championed the cause of the classics. A handsomely printed citation document was designed, and a copy of it was sent to each person "cited" over the years. Among the recipients of the award have been Gertrude Atherton, Goodwin B. Beach, Lt.-Col. S. G. Brady, Mary Ellen Chase, Lane Cooper, Harry Emerson Fosdick, Virginia C. Gildersleeve, John Kieran, Lincoln MacVeagh, Roscoe Pound, Lowell Thomas, Thornton Wilder, and Wendell Willkie. President Johnson herewith presents the names of those "cited" in 1954.)

**S**UBSCRIPTA SUNT nomina illorum clarorum qui res et literas Romanorum Graecorumque, nequam quaestus vel gratiae causa, maxime coientes apud concilium Societatis Classicae Americanae invicem coluntur. Quare codicillis ad unumquemquam transmissis declarantur fautores illustres studiorum humaniorum. Eis quidem nos omnes valde gratulamur atque gratiam vere habemus quia nobis amici tam fideles et benigni sunt.

Dr. Earle R. Caley, Professor of Chemistry at the Ohio State University.—Dr. Caley has been indefatigable in promoting good relations between chemists and classicists. He has journeyed to meetings of both groups at his own expense, and has spoken on topics like "Coins, Classics, and Chemistry." He established the first chemical laboratory in connection with a school of archaeology, during the Agora excavations at Athens, and is something of an "archaeological chemist." He has recently collaborated on a translation, with commentary, of Theophrastus' *De Lapidibus*, which is soon to appear.

Dr. Robert M. Green, Boston surgeon, formerly Associate Professor of Applied Anatomy at the Harvard Medical School.—Dr. Green's hobby has long been the reading of Latin and Greek literature, and the translation of Latin and Greek into English verse. He was secretary of the Classical Club of Greater Boston from 1927 through 1933, and was president of the same Club from 1933 through 1935, and from 1946 through 1948. A member of the Club writes: "When he was president, he set us a

very fast pace, assigning very long sections of the authors that we were reading, and holding more frequent reading meetings than we have now. His own translations were always polished in form, and highly expressive; and translations from poets he always put into verse." He recently published a book entitled *Galen's Hygiene*.

James F. Looby, Education Editor of the *Hartford Courant*.—Most readers of THE CLASSICAL OUTLOOK are familiar with the impressive work which Mr. Looby has done for the Junior Classical League. He attended and addressed the meeting of the society in 1953, became deeply interested in it, and induced his paper to sponsor the state organization of the JCL in Connecticut. Under his guidance, membership in the Connecticut JCL increased many fold, and the neighboring state of Massachusetts was inspired also to build up a state organization. He has provided publicity and encouragement such as the JCL has not had heretofore in New England, and has made it one of the outstanding youth groups in that part of the country.



#### EIGHTH ANNUAL LATIN INSTITUTE

Upon invitation of President Virgil M. Hancher, of the University of Iowa, accepted by vote of the Executive Committee of the American Classical League, the Eighth Annual Latin Institute of the League will be held at the State University of Iowa, Iowa City, on June 23, 24, and 25, 1955. The Institute will be one link in a concatenation of events especially interesting to classical teachers: the Second National Convention of the Junior Classical League will open at the State Teachers College in Cedar Falls, Iowa, on June 26, 1955; and the Latin Workshop at the University of Iowa will begin on June 27, 1955. Plan now to attend all three events! This is a rare opportunity to participate in several affairs of recognized importance; they have been arranged in time and place for your convenience.

Professor Frank C. Bourne, of Princeton University, is Chairman of the Program Committee for our Latin Institute; and Professors Gerald F. Else and Dorrance S. White, of the University of Iowa, have been named Co-Chairmen of the Committee on Local Arrangements.

—Van L. Johnson

#### A REPORT ON THE SEVENTH ANNUAL LATIN INSTITUTE

BY EDITH M. A. KOVACH  
Mumford High School, Detroit, Michigan

A REPORT like this can be factual and objective, or it can be subjective and personal. I think I'll make it the latter, and tell you, in as great detail as space permits, exactly what just one person did at the American Classical League meeting in Oxford, Ohio, last June 17, 18, and 19, Thursday through Saturday.

Perhaps you've wondered in a vague sort of way—as I have—how they pick someone to write this account each year. Now I know how—but not why! Thursday evening, after the meeting in Upham Hall, we were all, some 150 of us, at a very pleasant reception in the lounges of Hamilton Hall, sipping punch and munching cookies, listening to a good string quartet, and enjoying stimulating conversation. I had just managed to inveigle a pearl away from Professor Ullman's cache in an inside coat pocket (more on pearls anon) when Lillian Lawler (for whom I've had the most profound admiration and affection ever since she smiled on some translations I did as an undergraduate) said with friendly smile, "How would you like to write up this meeting for the OUTLOOK?" Varying emotions coursed through my being: I was flattered to be asked; on the other hand, in order to write a thorough report I'd have to listen to every single paper . . . and take notes! But professional pride won out, and here is the account.

To begin at the beginning:

Thursday morning by 5:45, my traveling companions, Dorothy Roehm and Bill Seaman, and I had finished a bountiful breakfast provided by my early-rising mother, and were mounted upon the foam-rubber seats of Blitz Buggy No. 10, heading south toward Oxford. (I would estimate that about two-thirds of the classicists that attend the Institute drive, and the rest fly or train to Cincinnati or other larger spots, and then come by plebeian bus to Oxford. It's always pleasant to drive, though, because the air is cool and the countryside is fertile and verdant and Ohio is a friendly state.)

The drive down takes about six hours for us, but we punctuated the ride with much good conversation, debating the questions that our panel was to discuss, and comparing notes on teaching, travel, etc. (Kovach Kulinary Komment: Try the Phoe-

nix Coffee Shop in Findlay—excellent!)

It's always fun to go to Oxford; and once you've been to a League Institute you know what comforts and delights to look forward to: reunions with old friends, the pleasure of making new ones, a chance to meet the "giants" among today's classicists, the gracious informality of Miami University; elegant, bounteous meals (the breakfasts, e.g., are as huge and taste as good as the skit-time matutinal meals of northern Michigan, and the desserts are "out of this world"), served by friendly, helpful "help"; an inviting and inspiring tree-shaded campus; the fun of "dorm" life and the joys of communal living (Bill wishes to apologize publicly to F. Stuart Crawford for trying so often and, on the whole, so unsuccessfully to steal his shaving equipment!); a chance to visit the Service Bureau and invest in the newest publications, posters, and other pedantic paraphernalia; and the glorious sense of hookey-playing, when all about us diligent summer-school students are trudging to class and lecture-hall and library.

The Institute program in general consists of afternoon and evening meetings on Thursday, morning and afternoon meetings on Friday, and a morning meeting on Saturday. We eat all our meals together in Hamilton Hall, and this, I've decided, is why we make so many friends so quickly and feel so mutually welcomed and "at home." Friday evening we are the guests of the Miami University Artists' Series at a fine concert (there is in this connection some significance in the fact that Henry C. Montgomery—"Monty"—in a Pooh-Bah kind of role is chairman of the local committee for the Institute and also planner of the Artists' Series!).

Now, to condense those notes I took on the papers:

President Van L. Johnson presided at the opening meeting, and introduced, in her husband's place, Mrs. John D. Millett, wife of the President of Miami University, who welcomed us most charmingly.

Talk No. 1 was by that noted grammaticonoclast, Robert Fink, who answered negatively and devastatingly his own question, "Do Participles Have Tense?" Then Jean-Paul Trudeau spoke on "Latin Methods in Quebec," emphasizing the respect for tradition and hard work that must underlie classical studies. He stressed the notion that "learning is painful." (I disagree vehemently:

true learning is joyous and exhilarating.)

"Everyday Strategy for the Classics" was the subject of the Rev. William Paul Barnds' paper. I'll admit my attention was distracted by his striking pulpit appearance, but he gave sound advice on getting desirable publicity, advising us to write and talk for Latin to every group and everybody, everywhere.

Next Waldo E. Sweet, *Time* magazine's "Hot-Latin" man, talked stimulatingly on "The Linguistic Approach." Of course, as one of the University of Michigan Workshopers, I'm a "Hot-Latinist" too; but I thought he did a good job of setting forth the general basis of the linguistic approach and some of the materials and tools which the Workshop helped to develop. He describes the linguistic approach as "a new look at old evidence"—it's like shifting the spotlight on a stage-set and getting a new view or perspective. In the discussion which followed some people seemed to balk at relatively unimportant features and occasionally to miss the main points, a fact which bothers me, because there is so much good in the work of the "new" linguists.

There was a long and stimulating discussion after the papers, ending at about 5 p.m. Probably I should have taken a nap or gone swimming or visited the Service Bureau or otherwise improved the shining hour before dinner; but instead I joined Wally in a glass of Cincinnati brew to continue the discussion.

That evening, back in Upham Hall, Miss Frances T. Nejako introduced our speakers charmingly in Latin, which represents a welcome change in custom (of course, we Michiganders—and geese—set the pace earlier this year at our Schoolmasters' meeting, when not only the introduction but even the talk was given in Latin—ad lib., at that!).

Speaker No. 1 was Professor B. L. Ullman, who spoke on "Cleopatra's Pearls," referring to the queen's curious custom of dropping a priceless pearl into a goblet of wine or vinegar before quaffing same. He summarized ancient discussions and modern opinions and experiments concerning the question, "Do pearls dissolve in wine (vinegar) or not?" Professor Ullman reached the zenith of dramatic artistry when, with studied negligence, he himself, before our eyes, dropped a real pearl into a glass of vinegar, and calmly continued with his paper. The important question which he attempted to answer

was, "Why dissolve a pearl in vinegar?" It seems that lime in acetic acid was the ancient equivalent of Alka Seltzer, and Cleo was merely having a royal dose.

#### A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet just published. It was prepared by a special committee of the American Philological Association and is designed for use in our secondary schools. The members of the committee were John P. Elder, Harvard University, Gerald F. Else, State University of Iowa, and William E. Gwatkin, Jr., University of Missouri, chairman. Wilbert L. Carr, University of Kentucky, served as consultant. Associated sponsors for the project were the American Classical League, the Classical Association of New England, the Classical Association of the Atlantic States, the Classical Association of the Middle West and South, and the Classical Association of the Pacific States.

This pamphlet should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free on receipt of a stamped and addressed 4 $\frac{1}{8}$  by 9 $\frac{1}{2}$  envelope. Additional copies may be obtained at 10¢ each postpaid. Address the American Classical League, Miami University, Oxford, Ohio.

Then Otto J. Brendel, whom I hadn't seen since 1950 in Rome, presented an illustrated talk on "Pompeii and Its Paintings." He amply demonstrated his point that all Roman art was not realistic, using chiefly copies of the magnificent photographs in the Skira book on Roman painting. The slides proved quite a revelation to many in the audience who have not yet seen the paintings or the photographs.

Back we went under the stars, then, to Hamilton Hall and the reception at which this report began.

The Friday morning session was opened by Edward C. Echols, with his paper "Coliseum Tales," a debunking of the *Quo Vadis* school of classical fiction and a factual presentation of the spectacles of the arena as they really were.

Arta F. Johnson repeated her success of last year with a fiery talk, "Scrape Off that Sugar Coating!", a plea for achievement instead of mere effort as the goal in learning, and the development of self-pride and ac-

ceptance of responsibility in place of a sugar-coated method. Then L. B. Lueck, who was kept busy answering questions and demonstrating materials during all the days of the Institute, with the fervid, tireless enthusiasm of a TV pitchman discussed "The Living Language Library Latin Recordings," which, as he stressed, inform and stimulate but do not teach.

Reynold L. Burrows (who turned out to have been my classmate in a "forsan et haec"-type of course in Aelian at Michigan several aeons ago) spoke on "The Classics *sub specie aeternitatis*." This was an eloquent plea to teachers of the classics to step back to view their subject as a whole. The classics are "not sympathetic influences on our own civilization," but permanent, intrinsically valuable entities.

John F. Latimer's impressive contribution, "On the High-School Language Front," was a statistical report on language enrollment in public high schools of the United States in the past three years. It stimulated a tremendous amount of very worthwhile discussion. John N. Hritz, in "Lingua Haud Moribunda," presented a picture of Latin as used today as a medium of communication.

Luncheon I enjoyed. We sang Latin songs, and under the inspired leadership of Henry "Caruso" Kamp, and with the talented accompaniment of Dorrance S. White, it was fun to sing them—and they even sounded pretty good.

The afternoon meeting, presided over by another friend and fellow Workshopper, Sister Mary Donald, B. V. M., consisted of two items: annual reports by the officers (Van L. Johnson, Henry C. Montgomery, Lillian B. Lawler, and Wilbert L. Carr) and the Chairman of the Committee on the Junior Classical League, Estella M. Kyne; and the "Panel Discussion of Teaching Problems." Since I was moderator of the discussion, and had had the pleasant task of assembling the panel via voluminous correspondence over a period of several months preceding the meeting, I was, naturally, much impressed and delighted with our portion of the program; but in all modesty I do not feel that I should evaluate it. The able panelists were F. Stuart Crawford, Henry W. Kamp, Dorothy Roehm, William M. Seaman, Mary Sullivan, Laura Voelkel Sumner, Sister Maria Thecla, and A. Pelzer Wagener, to all of whom publicly my thanks and appreciation!

That evening at dinner, W. L. Carr, the youngest classicist present and one of the most charming gentlemen I've ever known, performed as "magister ridendi" and awarded "degrees" for attendance at ACL Institutes. As always, there were many "freshmen" present; but since there have now been seven Institutes there are also many "M.A.'s" and "Ph.D.'s" who have attended five or six or even seven annual meetings. This dinner is always such a warm, happy occasion that I for one feel the bonds of "kinspiritship" more deeply than I do at any other comparable meeting of classicists.

After dinner we perhaps *should* have gone to the concert; but it was a beautiful starry night, so Dorothy and her roommate and I wandered about the campus for a bit, visited the Service Bureau to renew acquaintance with Mrs. Jones and to squander our money recklessly on new materials, and then finally threw off all trammels and had double chocolate sodas at the corner drug-store!

Next morning's papers were numerous and good. Sister Wilford, S.N.D., under the title "The Importance of Latin in a Humanistic Education," contrasted the practical and cultural values to be found in classical studies, and stressed the need for an intellectual elite nourished on the classics, who will have gained from them reasoning, precision, memory-training, logic, judgment, vocabulary, a sense of style, and a reverence for the integrity of words. Kevin Guinagh spoke on "Commodus, Base Son of a Noble Father," developing the idea that Commodus compensated for his sense of inferiority to his father, Marcus Aurelius, by his acts of tyranny and cruelty.

Goodwin B. Beach shattered his own precedent and spoke more in English than in Latin in his "De Sermone Cotidiana." I hope this paper will be published soon, because it was replete with very usable examples of Latin as employed in everyday speech.

James F. Looby had one of the best titles I've ever heard: "The Sixth Declension and the Supine in You"—and his paper matched it. The "sixth declension" turned out to be the decline in Latin studies, and the "supine in you," those who aren't doing anything about it. He gave a magnificent profession of faith in the classics, and a statement of the position that those who believe in them should adopt. (I agree with and applaud him wholeheartedly, but

cautiously I add a word of warning: Our selling points *must* be our teaching points.)

Mary A. Barrett gave a clear and complete picture not only of "How Latin Is Taught in Rome Today," but of the Italian educational system in general.

W. C. Korfsmacher's paper (well read by Chauncey Finch) on "Hortensius and Saint Augustine," was prompted by the fact that this year marks the 1600th anniversary of Saint Augustine's birth, and was a historical account of the life of Hortensius and of the great influence exercised upon the saint by Cicero's "Hortensius."

After a last delicious meal, it was "Valete omnes," and we were homeward bound with enough stimulus and inspiration to last us for another year.



### JOIN THE JUNIOR CLASSICAL LEAGUE!

BY ESTELLA KYNE

Wenatchee (Washington) High School

**L**ATIN INSTRUCTORS in high schools and junior high schools are again invited to affiliate their students with the Junior Classical League. This organization, with national headquarters at Miami University, Oxford, Ohio, has been sponsored since 1936 by the American Classical League. Latin clubs, newly-formed or long-established, may become members of the Junior Classical League; if they wish to do so, they may also retain their own local names. In 1953-54 membership of the JCL exceeded 21,000; accordingly, it is the largest classical society in the world.

Members of the JCL receive a Sterling silver membership pin with safety clasp and a membership card, upon payment of the 65¢ fee. Those who do not wish the pin may gain membership by purchasing the card for 25¢; however, if these members decide later to order the pin, the full 65¢ must be paid, for obvious reasons of bookkeeping. Checks accompanying the application may be sent by the chapter treasurer, with the name of the teacher-sponsor and the exact name of the school, to the Junior Classical League, Miami University, Oxford, Ohio.

Sponsors of chapters receive the annual report of JCL activities as summarized in the November CLASSICAL OUTLOOK, and, in mimeographed form, a complete list of sponsors and their chapters, on March 15 of each year. Both of

these go out without charge to the sponsors.

Chapters receive two issues of *Torch: US*, the national publication. This paper, sixteen pages long, and printed, is prepared by members of the chapter in Henderson, Texas. Copies are received by chapters on January 15 and April 15 of each year. Deadlines for news contributions to these issues are on the 20th of the preceding month. This year a special eight-page issue also appeared in September, to give complete coverage of the first national convention, which was held in San Antonio, Texas, last June.

The national dues for each chapter are two dollars annually payable by December 1 to Miss Belle Gould, 315 Wilson Street, Henderson, Texas. One dollar is allocated to the national treasurer to finance the national convention and other expenses, and one dollar to the National Publications Editor for *Torch: US*. Individual members may then order student subscriptions at 10¢ a year and are urged to do so at the same time that chapter dues are paid.

Chapters are invited to attend federation meetings. Over one-third of the members attended some convention last year. In all, during 1953-54 there were held twenty-one state meetings, one regional meeting, and the first national convention. One state with widely distributed membership, as an experiment, held two meetings with identical programs in different parts of the state on the same day.

The present national student officers are: President, Dick Page, of Webster Groves, Missouri; Vice-President, Sandra Davidson, of Lenoir, North Carolina; Secretary, Lucy Collins, of Waco, Texas; Treasurer, Barbara Binford, of New Albany, Indiana; Editor, Martha Matthews, of Henderson, Texas; Parliamentarian, Bob Diaz, of Alton, Illinois.

The following state chairmen offer to help you organize chapters and plan activities: *Alabama*, Mary Sherrod, 509 East 7th St., Tuscaloosa; *Arizona*, Paloma White, 690 Orange Ave., Yuma; *Arkansas*, R. E. Walker, 220 Oak St., Hot Springs; *California (Central)*, Mrs. Guidotta M. Lowe, 115 G St., Oxnard; *Colorado*, Mrs. M. E. Swedberg, 1225 S. Sherman St., Denver; *Illinois*, Lucile Howell, 517 Colorado Ave., Trinidad; and Mrs. Estelle Hornsby, Union High School, Eagle; *Connecticut*, James F. Looby, Education Editor, *Hartford Courant*, Hartford; *Delaware*, Mrs. E. A. Get-

ty, High School, Smyrna; *District of Columbia*, Elizabeth Shields, 3-H King George's Gardens, Hyattsville, Md.; *Florida*, Vivia Craig, 2912 St. John's Ave., Jacksonville; *Georgia*, Mrs. Bessie T. Dobbins, Box 586, Albany; *Idaho*, Mary Hogarth, High School, Boise; *Illinois*, Mary Sharp, High School, Fairbury; *Indiana*, Eileen Johnson, 309 Delaware Court, Anderson; *Iowa*, Edna Miller, State Teachers' College, Cedar Falls; *Kansas*, Mrs. Graydon Sutherin, 1111 Polk Ave., Topeka; *Kentucky*, Mary Wood Brown, 330 Woodland St., Lexington; *Louisiana*, Mrs. Helen Kovac, High School, Bastrop; *Maine*, Mary L. Copeland, High School, Bangor; *Massachusetts*, Mary Sullivan, Junior-Senior High School, East Bridgewater; *Michigan*, Mrs. Helene W. Frazier, 21539 Tenny St., Dearborn; *Minnesota*, Mrs. G. Lemando Baird, Box 77, Rosemount; *Missouri*, Isabelle Ruth Schwerdtmann, High School, Kirkwood; *Montana*, Mrs. Mabelle Irwin, High School, Whitefish; *New Jersey*, Mrs. Ellen Stubbs, High School, Plainfield; *New Mexico*, Harry M. West, High School, Albuquerque; *North Carolina*, Mrs. Vera Walden, 800 Carr St., High Point; *Ohio*, Lois Bickelhaupt, Clay High School, Toledo; *Oklahoma*, Mrs. Evelyn Barkholz, High School, Lawton; *Oregon*, Jenette E. Roberts, 872 Belmont St., Salem; *Pennsylvania*, Adeline E. Reeping, High School, Latrobe; *South Carolina*, Elfreida Cole, Senior High School, Greer; *South Dakota*, Mrs. Catherine Boyd, Union High School, Kimball; *Tennessee* (East), Grace Elmore, Dobyns-Bennett High School, Kingsport; (Central) Mrs. Rebekah Harleston, High School, Jackson; (West) Mary Park, Treadwell High School, Memphis; *Texas*, Mildred Sterling, 3022 Edmund St., Waco, and Annie L. Harper, 5015 Guido Drive, El Paso; *Virginia*, Mrs. Flora Lynn, High School, Clifton Forge; *Washington*, Dorothy Fetvedt, Weatherwax High School, Aberdeen; *West Virginia*, Mary E. Sullivan, 1522-A Quarrier St., South Charleston; *Wisconsin*, Virginia Hulbert, 522 Scott St., Wausau; *Wyoming*, Mrs. Ruth W. Bauder, High School, Cheyenne; *Hawaiian Islands*, Alice Carlson, Roosevelt High School, Honolulu.



### FAIL TO GET YOUR CJ OR CW?

In case your *Classical Journal* has failed to reach you on time (No. 1 about October 10), please write di-

rectly to Professor John N. Hough, 8-E Hellems Hall, University of Colorado, Boulder, Colorado. In case your *Classical Weekly* has failed to reach you on time (No. 1 about November 10), please write directly to Professor F. Gordon Stockin, Houghton College, Houghton, New York.



### AMERICAN CLASSICAL LEAGUE—REPORTS OF OFFICERS

#### REPORT OF THE PRESIDENT

My remarks can be only a preface to reports of solid achievement by those who really maintain and manage our classical camp—Professor Montgomery, our experienced *praefectus castrorum*; Professor Carr, *iterum atque iterum evocatus ad munera propria*; and Professor Lawler, *dux femina factorum et verborum*; as well as our committee chairmen, Professor Forbes, Miss Kyne, and Mrs. Burton, all *prima acie insignes*, unwearied and unflinching in performance of their special duties. I must likewise commend and invite to your attention the active and thoughtful deliberations of your Council in formulating policies to strengthen our position *vis à vis* both open enemies and Gauls who sing of Caesar unexpectedly and with doubtful purpose.

I have done little more than abet the vigorous exertion of others; yet a glance at my files or my calendar suggests that even I may disclaim unqualified or constant idleness. The President's way of life is a kind of *stremua inertia* which leaves him with a haunting sense of energetic uselessness. Yet someone, of course, must send official greetings for the League on various occasions, appoint delegates to academic celebrations, carry on a weighty correspondence on numerous matters of varying importance, and make a few speeches in support of our endeavors. All this I have done; and most of my letters and all of my speeches this year have been concerned, quite justly, I think, with the Junior Classical League, our one best hope for affecting the mind of America in relation to things classical.

I have addressed two state conventions of the Junior Classical League, in Massachusetts and Connecticut; I arranged and took part in a panel discussion of the JCL at the annual meeting of the Classical Association of New England; I have talked to several local chapters of the JCL within reach of my office; and I

have called attention to the JCL in remarks before the Classical Club of Greater Boston and before an informal assembly of classical teachers at Harvard University. I cannot promise to repeat this performance every year (for one thing, I don't want to exhaust the patience of my listeners); but I am already confident that, with the able assistance of Mr. Looby and Miss Sullivan, we have now made some mark on the New England attitude toward Latin clubs and national affiliations. New England is ready, I believe, to enter the union on a greater scale than heretofore.

I have likewise had some leisure to ponder the rôle of the League among our classical organizations; and I have reached the conclusion that our most conspicuous boast should be one for great services rendered at a nominal cost through THE CLASSICAL OUTLOOK, our Service Bureau, the Teachers' Placement Service, and the JCL. I note among other things that the League has become a sort of orphan asylum for homeless documents and abandoned ideas: for the Archaeological Institute of America we served as nurse and even obstetrician in connection with the *Catalogue of Visual Aids*; for the classical teachers of New England we have reared and sent into the world two husky pamphlets full of testimonials for Latin; and now we are adopting another not unwanted, I presume, but helpless offspring of the American Philological Association, viz., the *Guidance Pamphlet*. I imply no criticism of our hospitality to these forsaken waifs, if such they are—they were certainly not ill-conceived, and we are proud foster parents of a healthy brood of publications; but the League, it seems to me, should not become just a sanctuary or repository for progeny of this sort. We must also give birth to our own ideas, and raise more natural children like the JCL.

With this in mind, I have appointed in recent months an *ad hoc* committee under the chairmanship of Professor Antony E. Raubitschek of Princeton to find out what we can do for the college student in the classical field. There appeared to me to be a gap between our service to the classical teacher and our interest in the high-school student. I realized also that for college students of Latin and Greek this gap was admirably filled by the work of Eta Sigma Phi, the national honorary society for such students; and I had

no thought that we should try to duplicate their excellent program or enter into competition with their highly successful efforts in that regard. However, there are thousands of college students throughout the country still unprovided for by our classical societies: they are, of course, the numerous boys and girls who now study the classics in English; and it seems to me that here we have a golden opportunity to make new friends, and to retain, intensify, and prolong their interest in the classics.

How this is to be done, I don't know. Perhaps we should sponsor a college classical conference, a national essay contest, a periodical written for such students, or awards for excellent work in such courses. In any case, the committee is already hard at work, and its members are commissioned to come up with some practical and positive advice. Their duties, I feel, are a reasonable continuation of the work of the Pratt committee appointed by President Agard and dismissed upon completion of its report in 1952. The new committee is currently attempting to arrange a public discussion of its functions in connection with the winter meetings of our learned societies in Boston next December; and we trust that all persons with opinions on the subject will be present to air their views, or, failing that, will write to Professor Raubitschek.

It is a remarkable and gratifying thing that so far the American Classical League, alone among our national classical societies, has taken cognizance of this new and, we hope, fruitful trend in classical education. It is thoroughly in keeping with the progressive character of the League that it should develop original plans for the reinvigoration of classical education in America.

—VAN L. JOHNSON  
President

REPORT OF THE SECRETARY

FOR THE YEAR 1953-54

Comparative Membership Table

	1954	1953
Annual	2985	2983
Life	39	43
Patrons	2	0
Supporting	23	13
<b>Total</b>	<b>3049</b>	<b>3039</b>

Junior Classical League:

Total	21860	17440
REPORT OF THE TREASURER FOR THE YEAR, MAY 1, 1953—MAY 1, 1954		

CURRENT FUNDS

Receipts

Annual Dues	.....	\$ 2769.70
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Junior Classical League	10722.73
Patrons	50.00
Supporting Members	130.00
Sales of Material	9293.40
Advertising	437.99
Combinations Received	2883.90
Earnings, McKinlay Gift (Restricted)	30.74
<b>Total</b>	<b>\$26318.46</b>

Disbursements

Purchase of Material	\$2710.15
Junior Classical League	7358.06
Postage	1177.27
Combinations Paid	2857.05
Printing and Stationery	1057.25
Office Supplies	878.64
Office Equipment	256.54
Clerical Help	4293.63
Extra Clerical Help	429.03
The Classical Outlook	2516.16
Miscellaneous	338.47
Auditing	25.00
Council Meetings	87.61
Director's Expenses	261.02
<b>Total</b>	<b>\$24245.88</b>
Investment Account	\$ 3700.00
Savings Accounts	2500.00
Interest on Savings	425.94

—HENRY C. MONTGOMERY  
Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE SERVICE BUREAU

This has been a record-breaking year for the Service Bureau, if the amount of material distributed is any criterion; and I do not know of a better one. Sales of material for the year ending May 1 amounted to \$9293.40, an increase of a little more than \$1200 over sales of the previous year. And sales for 1952-1953 were up approximately \$600 over sales for the year 1951-1952, which in turn were up about \$700 over sales for the year 1950-51. This year's total of approximately \$9300 represents a lot of service, inasmuch as most of these sales consisted of mimeographs with a price range from 5 to 30 cents.

As of today there are 469 active mimeographs on our list. The latest new mimeograph carries the number 687. This means that a total of 218 mimeographs once active have been discarded. Something over 100 have been revised during the past two years and about 20 new ones added to the list. Other materials included in these sales are books, pamphlets, posters, Latin Notes Supplements, back numbers of *THE CLASSICAL OUTLOOK*, Christmas and Valentine cards, and Junior Classical League accessories. As was noted in the Secre-

tary's report, Junior is growing up and is demanding more and more attention from A. C. L., Sr.

Publicity for the Service Bureau is secured chiefly through the "Sears-Roebuck section" of *THE CLASSICAL OUTLOOK* and through the wide distribution twice a year of an eight-page folder. Additional publicity is also sought by displaying sample material at meetings of local, state, and regional classical organizations. Any member of the American Classical League can do a real service to the Service Bureau and to his fellow classicists if he will make it a habit to report to the American Classical League office the date and place of the next meeting of any such organization of which he is a member and give the name and address of the person to whom display material should be sent.

The Service Bureau long ago gave up the idea of trying to provide its customers with periodic catalogues. Reasonably up-to-date classified price lists are available on request, under the following headings: Caesar, Cicero, First Year Latin, Gifts and Awards, Inexperienced Teacher, Latin Clubs, Pictures of Roman Life and of Classical Mythology, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods, Value of the Classics, Vergil, Word Study. The only way for a customer to keep informed about new and recently revised material is to consult the Service Bureau section of the latest number of *THE CLASSICAL OUTLOOK*.

For the past three years the Service Bureau has attempted to bring together Latin and Greek teachers and prospective employers through a teacher placement service. The number of applications for placement so far this calendar year is 45. The total number registered last year was 57. This placement service is conducted on a very simple and very inexpensive basis. The only charge for teachers who are members of the American Classical League is a registration fee of \$1.00. It is obvious that so simple a plan can succeed only to the extent to which members of the American Classical League get the habit of notifying the Service Bureau of any vacancies that come to their attention and also to the extent to which heads of departments and directors of teacher placement in the colleges and universities get the habit of referring to the Bureau prospective employers whose re-

quests for teachers they themselves are not able to fill.

From my frequent references to THE CLASSICAL OUTLOOK it must be clear to all that the Service Bureau could not function without the help of that highly valued "house organ." Let me add that for the great majority of the membership of the American Classical League, who have never had the privilege of attending an annual meeting of the A.C.L., THE CLASSICAL OUTLOOK and the Service Bureau are the American Classical League.

As we repeatedly tell the world, the American Classical League is a non-profit organization. As the treasurer's report annually shows, it is also a non-deficit organization. This is possible partly because of the annual contributions made by patrons and supporting members, still more because of the generosity of Miami in providing rent-free headquarters, and not least of all because of the devoted and efficient services of our two office assistants, Mrs. Polly Jones and Mrs. Edna Cunningham, who fly with the greatest of ease from one task to another in an office which handles jointly the membership dues of the American Classical League, subscriptions to THE CLASSICAL OUTLOOK, CJ, CW and CB, the publication and mailing of THE CLASSICAL OUTLOOK, the book-keeping for the more than 21,000 members of the Junior Classical League, the manufacture and purchase of materials, and the distribution through the mails of some 50,000 Service Bureau items per year.

—W. L. Carr  
Director

REPORT OF THE EDITOR OF  
THE CLASSICAL OUTLOOK

The eighteenth year of THE CLASSICAL OUTLOOK (1953-54) was a quiet one editorially, but we hope it was not an unsuccessful one.

The volume contained 88 pages, of which 12 were devoted to advertising. There were 88 contributors, from 25 states, and from Canada, Puerto Rico, Holland, Samoa, Brazil, and Hawaii. More and more, we are receiving assurances that our pages are being read by, and are proving of some assistance to, teachers of the classics not only at home, but also in lands far removed.

During the year, interesting papers were offered us in abundance; and all of our customary categories of articles (informative, inspirational, pedagogical) were represented in the completed volume. Writers of Modern Latin verse outdid themselves

for our readers; and our Verse-Writing Contest for students produced more winners than we have had in many years. Book publishers continued to be generous in supplying us with the new books in our field; and our advertisers thoughtfully assisted with our budget.

The editor would like to acknowledge the fine cooperation of Professor W. L. Carr, Director of the Service Bureau for Classical Teachers, and of Miss Estella Kyne, Chairman of the Committee on the Junior Classical League. Also, the Editor extends grateful thanks to her associate editors, to the Secretary-Treasurer of the American Classical League, and to the members of the clerical staff in the Miami office, without all of whom there could be no CLASSICAL OUTLOOK.

—Lillian B. Lawler Editor

AMERICAN CLASSICAL  
LEAGUE  
SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20c for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.  
W. L. CARR, Director

The Service Bureau has available the following seasonal material:

OCTOBER AND HALLOWE'EN  
Mimeographs

- 356. The Delphic Oracle. An evening's entertainment. 15¢
- 544. Hallowe'en programs for the Latin Club. 10¢
- 555. The haunted house. A play in English. 20¢
- 586. A mythological football rally. Ancient mythological characters suddenly appear at a modern rooters' meeting. 15¢
- 626. Greeks vs. Romans—A football classic. A sports broadcast from the realm of the shades. 2 boys. 6 minutes. 15¢

MATERIAL FOR CELEBRATING  
VERGIL'S BIRTHDAY (OCTOBER 15)

Mimeographs

- 91. Very tragical mirth. A burles-

que of *Aeneid* I, II, and IV, in shadow pictures. 10¢

- 193. The judgment of Paris. A play in English. 10¢

350. Vergil as a magician, in the Middle Ages. 20¢

- 378. In honor of Vergil. A play for 11 girls, dealing with the women of whom Vergil wrote. 10¢

381. Trojan festival. A pageant for boys, based on *Aeneid* V. 10¢

- 383. Juno tries to change the decrees of Fate. An amusing skit in verse, on Juno's attempt to destroy Aeneas. 20¢

387. Suggestions for a Vergilian program for students not studying Vergil. 10¢

- 605. The fall of Troy. A radio program for the Vergil class. A dignified presentation of the story of Book II of the *Aeneid*. 20¢

625. As it really happened. A burlesque of the Aeneas-Dido story. 2 girls, 1 boy. 10 minutes. 20¢

- 627. The return to Carthage. A dramatic poem, based on an imaginary visit of Aeneas and Ascanius to Carthage, many years after the death of Dido. Can be used as part of a Vergil program. 10¢

629. Amo, amas, amat. A radio program or playlet for the Vergil class. 6 boys, 5 girls. 25 minutes. 25¢

- 667. The prize apple; or Apples that glitter like gold may be green. A very modern variation on the old theme of the Judgment of Paris. A playlet in English. 3 boys and 10 girls. 20¢

668. Living pictures from mythology. May also be used for Living Statues. 20¢

- 670. Out of this world. A fifteen minute radio skit based on the sixth book of the *Aeneid*. 25¢

675. Actus Fatis. A play in English written in honor of Vergil's birthday. 20¢

Supplements

- 44. A Vergilian fantasy. An elaborate pageant play, to be produced on Vergil's birthday. 10¢

47. Vergil, the prophet of peace. A pageant, using themes from several of Vergil's works. 10¢

Bulletins

IX. Paris of Troy. A pageant-play in English verse. 15¢

XV. Vergilian papers. 20¢

XVIII. A Journey through the Lower World. A pageant based on Book VI of the *Aeneid*. 20¢

XXVIII. A bibliography of Vergil. 50¢

THANKSGIVING  
*Mimeographs*

420. A Thanksgiving Day program. A suggestion. 5¢  
 546. Thanksgiving for Latin. A play in English. 20¢  
 680. *De Die Gratiarum Agendarum*: A teacher's "Thanksgiving Day proclamation" in Latin and a typical Thanksgiving Day dinner menu in Latin. 5¢

CHRISTMAS  
*Mimeographs*

103. Latin translations of several well-known songs, including Christmas carols. 20¢  
 160. Christmas and the Roman Saturnalia. 10¢  
 163. Some paragraphs about Christmas written in easy Latin. 5¢  
 236. More about the Saturnalia. 10¢  
 294. *Officium Stellae*. A liturgical play suitable for presentation at Christmas. 10¢  
 382. Saturnalia. A Latin play. 15¢  
 388. The origin of the Roman Saturnalia. 15¢  
 465. Suggestions for a Christmas program by the Latin department. 15¢

466. A Roman and an American Christmas compared. A play in two acts. 15¢  
 478. Suggestions for Latin Christmas cards. 5¢  
 618. *Frater bestiarum*, or *Viae ad sapientiam*. A Christmas play, with music. 16 or more boys. 1 girl. 40¢  
 624. *Io Saturnalia!* An easy Latin play for first-semester students. 6 boys, 2 girls, plus extras. 10 minutes. 10¢  
 674. Tidings of Great Joy: Christmas tableaux. Four "Living Pictures" with carols and readings from the Latin New Testament. 20¢  
 686. The Roman Saturnalia. Reproduced from *THE CLASSICAL OUTLOOK* for December, 1937. 15¢

## Booklets

Latin Songs and Carols. By J. C. Robertson. 50¢  
 Carmina Latina. Forty songs with music, including Christmas hymns. 25¢

Articles in *THE CLASSICAL OUTLOOK*

Price, 15¢ each

Christmas and the Roman Saturnalia. December, 1938.  
 Some Ancient and Modern Yuletide Customs. December, 1939.  
 Christmas Gifts and the Gift Bringer. December, 1940.  
 Christmas and the Epiphany: Their Pagan Antecedents. December, 1941.  
 December 25th, Christmas Day. December, 1942.

LATIN AND GREEK CHRISTMAS CARDS  
Price, with matching envelope, 7¢ each; \$1.00 for 15 in any assortment.

A. A descending angel adapted from a Dürer woodcut; the Latin version of Isaiah 9:6 and Luke 2:10, 11. Blue or blue and black on ivory.  
 H. Angel adoring Madonna and Child. An original linoleum block by the American artist John C. Snook. Inside, a greeting in Latin. Blue and silver.  
 I. The story of The Nativity, in Latin, from St. Luke. Red and black on green.  
 K. A kneeling woman in medieval dress holding a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Red and black on ivory.  
 L. Roman lamp in silhouette. Inside, a greeting in Latin. Green or red with black.  
 M. Linoleum print of Madonna and Child with a Latin version of "O Little Town of Bethlehem." Green on ivory.  
 N. A wood engraving of the nativity scene with a quotation from the Latin Vulgate. Inside a Latin Christmas greeting. Black and red on white.  
 P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any other occasion.  
 PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside a greeting in Greek, suitable for Christmas or any other occasion.  
 S. The carol, "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Red, green, and black, on white.  
 T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins in the Forum at Rome. Inside a greeting in Latin.  
 X. A beautifully colored imported Swiss postal card featuring the Christmas Rose with appropriate Latin verses by John K. Colby. No envelopes.

A LATIN CALENDAR  
A beautifully illustrated 16" x 25" wall calendar employing the Roman method of indicating the days of each month of the year 1955. The pictures are those used in the Service Bureau calendar for 1949. \$1.25.  
The Service Bureau has available

the following material previously announced:

VALUE OF THE CLASSICS  
*Mimeographs*

135. Aims in First Year Latin. 20¢  
 177. How Latin helps in the study of Spanish. 15¢  
 178. The value of Latin in the study of French. 15¢  
 179. Some notes on the value of Latin as a guide to conduct. 15¢  
 181. Words of classical derivation in the common mathematics vocabulary. 15¢  
 190. Some reasons why it pays to take Latin in high school. 20¢  
 219. The ethical content of the Catilinarian Orations I, III, IV. 10¢  
 242. A day without Latin. A short play in English. 15¢  
 249. Mother Ducere. A pageant. 10¢  
 268. The values of Latin in high school. 10¢  
 271. A strange book. A play on derivatives. 15¢  
 327. A program for assembly. A Roman style show, a pageant on Latin derivatives, and a play based on the value of Latin. 25¢  
 328. "Open House" in the Latin department. 15¢  
 379. Is the French language indebted to Latin? 5¢  
 386. Words used in physics derived from Latin and Greek. 10¢  
 400. The spirit of ancient Rome. A play in English. 20¢  
 409. The cultural possibilities of Cicero's orations. 15¢  
 430. Rome and the modern world. A play in English. 25¢  
 435. In the ancient days. 7 episodes, 30 minutes. An assembly program. 25¢  
 442. Latin abbreviations and symbols in medicine and pharmacy. 5¢  
 443. But why Latin? A radio talk on the value of Latin. 20¢  
 451. Some observations on the value of the Latin language. 10¢  
 458. The trial of the Latin language. A dramatization. 15¢  
 484. The chief sources of our English language. 25¢  
 488. High school Latin in the commercial course. 10¢  
 511. How Latin helps in other subjects. A playlet in one act. 15¢  
 516. Cicero and modern polities. 25¢  
 521. Suggestions for teaching the Latin derivation of ten words in each of twenty school subjects. 20¢  
 527. The values of Latin. Some points for consideration by high school pupils. 10¢  
 529. Character building through the medium of Latin literature, based

on Cicero's philosophical writings. 15¢

531. *Sententiae Rei Publicae: Campaign issues, 63 B.C.* 20¢

532. What the classics do for high school pupils. A radio talk. 15¢

539. Why elect Latin? 10¢

542. List of medical abbreviations taken from Latin. For nurses. 5¢

549. History makes words live. Derivation. 20¢

550. A speech on Latin for elementary school assemblies. 15¢

552. Some technical musical terms from Italian and their Latin sources. 5¢

570. Why study Latin? Blackboard material for six weeks. 10¢

574. Law terms and phrases from Latin. 10¢

579. Latin is practical. A short play in English. 15¢

590. Latin and Greek for nurses. 15¢

591. The terminology of anatomy. 20¢

602. New words: Effect of social change on vocabulary. A talk. 15¢

612. Some suggestions for teaching French via Latin. 5¢

614. Meeting community needs through the study of Latin in the high schools. 10¢

620. What percentage? Tables showing the distribution of English words by language origins. 10¢

633. How to motivate the study of Latin in the high school. 25¢

635. You're tied to Latin. A playlet or radio sketch. 20¢

636. Some new thoughts on the value of Latin. 20¢

676. The value and present status of the classics. 20¢

682. A letter to eighth grade pupils concerning election of subjects in high school. 10¢

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